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ABSTRACT

A study examined the differences in perception of characteristics necessary for success as a physical educator among beginning and senior physical education majors, student teachers who had completed a year of field experience, entry year teachers, and teachers with at least five years of teaching experience. Subjects placed in rank order 25 characteristics which had been determined to be representative of general behaviors or qualities necessary for a successful physical educator. Beginning majors had significantly different perceptions than groups with greater educational or teaching experience. Management characteristics were given more value by teachers with field experience than by students in preparation. The groups tended to be more consistent in the identification of least important characteristics than in consistently determining those of most importance. Professional characteristics lessened in value after the entry into professional preparation courses and continued to decline in importance with field experience. (JD)

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A CROSS-SECTIONAL COMPARISON OF THE PERCEIVED IMPORTANCE OF PRE-DETERMINED CHARACTERISTICS OF SUCCESSFUL PHYSICAL EDUCATORS

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INTRODUCTION

The characteristics required of successful physical educators are similar to classroom educators, yet are also somewhat unique (Anderson & Barrette, 1978; Earls, 1981; Jensen & Paese, 1980). While research more fully delineates the characteristics necessary for successful classroom educators, work is still being done to determine the successful physical educators' strengths. One area that is being explored is that of change in necessary characteristics over time (Bartos & Lotven, 1980; Freedman, 1978; Staszkiewicz & Gabrys, 1978; Vittetoe, 1977). Eble (1976) notes what educators have speculated for some time, that all characteristics are partly a matter of personal development, and yet are not unrelated to learning, teaching techniques, acquiring knowledge, and expanding the educator's professional range. There is speculation that the characteristics required of a successful physical educator may vary along a continuum comprised of educational and teaching experiences. Determination of what is considered important to the success in teaching at several levels along this continuum may well provide some answers which can be utilized in the preparation of teachers.

The purpose of this study was to compare the degree of educational and teaching experience with the subject's perceived importance of pre-determined characteristics associated with a successful physical educator.

PROCEDURES

Selection of Subjects

This study utilized data collected from five groups of subjects. The groups were selected to represent critical points along the educational - teaching experience continuum. A group consisting of beginning physical education majors (n=30) was chosen to represent the population of students who have selected physical education as a major and are involved in their first professional semester in that field. A second group consisted of senior physical education majors (n=26) and was selected to represent the population of physical education majors who were in their final semester of coursework prior to their student teaching experience. The third group consisted of physical education student teachers (n=26) who had concluded a semester long field experience at both the elementary and secondary levels. A fourth group consisted of entry year teachers in physical education (n=47) and represented the population of teachers concluding their first year of teaching. The last group of subjects consisted of established teachers (n=28) and represented full time physical educators who had been employed for at least five years.

Instrument Development

A rank order technique for determining each subject's perceived importance of the pre-determined characteristics was selected since this technique allowed for distinctions to be made between closely related characteristics by forcing the respondants

to actually order the characteristics in importance rather than allowing them the freedom to simply indicate placement on a continuum of importance. The need to condense the known characteristics into a group that could be ranked necessitated the selection of 25 statements for inclusion on the instrument. The potential pool of statements was reviewed by a panel of experts comprised of physical education professors at both the University of Utah and Oklahoma State University. After follow-up discussions concerning the changes in wording and ordering, the researcher selected the final 25 statements. Content validity was thus established for the overall instrument and the five representative subscales of the 25 statements.

The finalized list of characteristics were lettered and placed, along with appropriate directions, on a perforated sheet that allowed the respondent better ease of manipulation in ranking the 25 statements. The perforated sheet was designed so the respondent could actually tear the statements apart, group them, and finally rank them. A second sheet was presented to each subject for recording of selected demographic data and the responses to the rank ordering task.

The 25 characteristics were determined to be representative of five subscales denoting general behaviors or qualities necessary for a successful physical educator. These subscales, as well as the individual items, were analyzed for group differences.

The reliability of the instrument was determined by a test-

retest procedure using a group of 25 physical education majors enrolled in two sections of a skills class at Oklahoma State University. The instrument was administered twice, once at the beginning and once at the conclusion of a two-week time interval. The ordered results for each subject for their two rankings were correlated to determine their consistency. A correlation coefficient for each of the 25 subjects was thereby established. Correlations ranged from +.92 to -.13 with the median being +.68.

Research Design

A cross-sectional comparative survey was used to evaluate change over time by comparing at a similar point in time different people representing different stages of development (Fox, 1969). The comparative aspect of the survey resulted in information that is primarily descriptive in nature and can be most effectively used as direction for future research.

Data Collection

Data from the beginning majors, senior majors and student teachers were collected by the researcher in a classroom setting and with the instructor's permission. An instrument was distributed to each class member willing to participate and who fit the definition for their particular group. Instructions were given to read and follow the directions at the top of the instrument. It was reiterated that the list contained characteristics that had been previously established as important and that the subjects

were encouraged to rank the statements honestly based on their own perceptions of a successful physical educator. Upon completion, the subjects returned the data sheet and discarded the ranking cards. The group of entry year teachers were sent a copy of the instrument along with a cover letter requesting their involvement and noting the cooperating agencies. Sixty-three percent responded. Established teachers, encountered by the researcher and a colleague during travels through the state of Oklahoma, who had taught physical education for a least five years were given the instrument and asked to return it promptly.

A one-way analysis of variance was used to compare the five group means for each of the 25 statements as well as each of the five subscales. When a significant F-ratio was achieved, the Newman-Keuls multiple range tests was utilized to determine which groups exhibited the significant difference. The significance level was set at .05.

RESULTS

The rank order of variables as determined by the means are presented in the following table for each group. Similarities and differences in the importance placed on each variable by each group can be noted. Considering the caution needed in reporting the similarities and differences reflected by rank ordering 25 statements (Fox, 1969; Kerlinger, 1964), the decision to report the top five and bottom six positions was made after a visual assessment by the researcher.

The variable T, "helps students build self-awareness and positive self-concept" was ranked in the top five for all groups. The variable X, "provides a positive learning environment" was ranked in the top five for all groups except the beginning majors. All groups, except the entry year teachers, ranked variable A, "exhibits enthusiasm" in the top five of importance. The variable E, "shows dedication to teaching physical education" was ranked as the second most important characteristic by both beginning and senior majors, yet it was not a part of the top five for the remaining three groups. In contrast student teachers, entry year and established teachers all ranked the variable U, "maintains class discipline" in the top three characteristics of importance and neither the beginning or the senior majors ranked it above tenth.

Conversely, of the least important characteristics as indicated by the rankings determined by group means, five of the characteristics were ranked by all of the groups somewhere in the final six positions. Those variables included:

J - "attends professional meetings, workshops, etc",

N - "utilizes valid testing techniques based on identified objectives",

R - "interacts and communicates effectively with parents and staff",

B - "establishes a democratic, non-authoritarian environment", and

Y - "efficiently handles non-teaching activities, such as roll-taking, game preparation, etc."

One other variable G, "maintains a positive relationship with faculty and staff" appeared in the final six rankings of three of the groups, namely, senior majors, student teachers and established teachers.

The following table presents the rank order of the subscales, as determined by the combined mean of the variables in that subscale, for each group. The table indicates that management skills and human relations characteristics were ranked first and second by student teachers, entry year and established teachers. Senior majors ranked human relations first and personal characteristics second. Beginning majors ranked professional characteristics first, followed by personal characteristics. All but beginning majors ranked professional characteristics as the least important of the five subscales. Only the beginning majors ranked instructional characteristics as least important.

When examining the results of the one-way analysis of variance it is quite apparent that the beginning majors as a group tend to rank the significant variables different than other groups. Beginning majors do not enter the profession with full knowledge of the characteristics necessary for success as a physical educator. This knowledge appears to be acquired primarily within the time the student attends college. Only two of the significant variables grouped the students (beginning and

senior majors) as significantly different than the teachers, thus reflecting the difference between theory and practice specifically. Variable O, "incorporates student ideas and points of view" reflected a difference between beginning and senior majors and the entry year teachers. The entry year teachers ranked this variable as more important than the students. Variable U, "maintains class discipline" separated the student groups from the teacher groups quite significantly. The combined characteristics included in the subscale "management characteristics" also reflected a separation between beginning and senior majors and the student, entry year and established teachers. Once again we are drawn to the concept reflecting the reality of actual teaching as opposed to the theory of the college classroom.

Discussion

A major thrust of this study was to examine the differences in perception of characteristics deemed necessary for success as a physical educator among teachers with field experience and among students who were being prepared to teach physical education. Several interesting patterns were revealed. The variables ranked most important by the subjects differ among groups for some variables but not others. The most obvious similarity was the fact that the only variable all five groups ranked within the top five positions was variable T, "helps students build self-awareness and positive self-concept". The beginning majors, senior majors, and student teachers ranked it first; while entry

year and established teachers ranked it fourth. Perhaps the growing trend of individual rights in society today provides some insight to the importance placed on this variable. For the past twenty years ever increasing value has been placed on the worth of the individual. In order to function well in society today, one must acquire and maintain a sense of individual worth and well-being. The most established teachers, while recognizing the worth of this characteristic, do not rank it of the same importance as the younger, more "me" oriented generation of students. This would certainly appear reflective of the changing values in today's society.

Locke and Woods (1982) reported that enthusiasm was held by most people involved with teaching as one of the most desirable teacher traits. The results of this study support that finding. Variable A, "exhibits enthusiasm" was ranked fourth in importance by beginning majors, senior majors and student teachers, while entry year teachers dropped its value to eighth and established teachers placed it third. It is notable that the entry year teacher's rank of eighth may be due to the adjustment to the realities of teaching and the fact that they may not recognize the value of maintaining the enthusiasm which they naturally feel in their first teaching position.

Variable X, "provides a positive learning environment" follows an interesting pattern when comparing groups. Student teachers ranked it second in importance, senior majors and entry

year teachers ranked it third, established teachers ranked it fifth and beginning majors ranked it eighth. Apparently the beginning majors were not aware as they enter the profession of the real value of developing and maintaining an environment conducive to learning.

The concept of theory versus practice may explain the variation noted in variable E, "shows dedication to teaching physical education" and variable U, "maintains class discipline". The students' rankings of these variables reflected substantial differences from the teachers' rankings. Because the students were experiencing or had just experienced a considerable amount of school-related learning, we would expect their orientation to be more theoretical. Conversely, the teachers were experiencing the day to day realities associated with practice as a teacher in the absence of on-going educationally-related learning. Therefore, differentiating between students and teachers lends credence to the differences seen. Beginning majors and senior majors ranked variable E as second in importance. The student teachers placed it seventh and entry year and established teachers dropped it to tenth. Again, it may be that the students see this characteristic as a prime determinant to success due to the theory base to which they are continually exposed during preparation courses. The teachers, although aware of its value, rank the variable of less importance in favor of the more practical aspects of teaching. This would reflect the realities of the actual

experiences of teaching.

Variable U showed what might have been expected regarding student perceptions as opposed to the perceptions of those with field experience. Beginning majors ranked this characteristic twelfth and senior majors tenth, while student teachers elevated it to third, entry year teachers to first and established teachers to second. The experiences acquired during the actual practice of teaching in real situations changed the importance placed on the variable. The teachers are aware that little else is accomplished in the learning process if discipline is not maintained. From the theory based projected in college classrooms, the students were not aware of the extreme necessity of this characteristic.

Variable D, "demonstrates a good relationship with children" followed a declining path in importance from beginning majors to established teachers. The beginning majors ranked this characteristic fifth in importance, senior majors seventh, student teachers eighth, and entry year and established teachers each ranked it twelfth. In an ethnographic study of distinctive teachers, Earls (1982) reported the number one characteristic of teachers to be "sincerely likes children". Earl's findings are not in agreement with the results of this study. Several explanations for discrepancy are apparent. The groups sampled in this study were not restricted to distinctive teachers and thereby

represented a random sample of teachers regardless of quality. Also the style of research may have influenced the results in that ethnographic procedures require an observational and open-interviewing situation while this study offered a more structured ranking procedure. In placing the variables for success as a physical educator in a ranked order, the subjects may have given more value to the day to day tasks associated with teaching rather than what may have appeared to many as the obvious relationship with children. It must also be noted that the wording of the variable in the two studies was different and this may have altered the concept presented to the subjects.

The remaining variable felt to be noteworthy due to its pattern was variable F, "has knowledge in all aspects of physical education subject matter". Again in all but one instance the trend was that of decreasing importance from beginning majors to established teachers. The beginning majors ranked the characteristic sixth, senior majors eighth, student teachers eleventh, entry year teachers ninth, and established teachers thirteenth. It would appear that the knowledge base loses importance when compared to the daily tasks necessary to provide a good learning environment. Again the concept of theory versus practice is realized. The students have an immediate reference frame towards the acquisition of knowledge and theory of physical education, while the reference frame for the teachers is more towards the practical aspects of teaching such as management and organization.

These daily routine matters are unquestionably recognized by the teachers as prerequisite to the acquisition of knowledge in the classroom.

On the other end of the importance continuum are those characteristics felt to be least important to the success of a physical educator. Unlike the most important characteristics where only one variable was ranked by all in the top five positions, the least important characteristics resulted in five variables being noted by all groups within the final six positions. Those characteristics deemed to be least important clearly showed more agreement among the groups than those considered to be most important to success as a physical educator.

Variable Y, "efficiently handles non-teaching activities, such as roll-taking, game preparation, etc." was ranked 24th by beginning and senior majors, 25th by student teachers, 23rd by entry year teachers and 22nd by the established teachers. All of the groups placed little or no importance on the characteristic which suggests that this ability may not have been viewed as a "teaching" skill or characteristic, rather as an expected task to be completed in order for teaching to take place. The reality of the time wasted in mishandling these daily tasks in the gymnasium apparently did not cause measurable concern for the groups involved.

Considering the autocratic teaching style utilized by most teachers, the results on variable B, "establishes a democra-

tic, non-authoritarian environment" should not be too surprising. Beginning majors ranked it a tie at the 22nd - 23rd position, senior majors and student teachers ranked it 23rd, entry year teachers 24th and established teachers 25th. It appears that the groups perceived success as independent from having a democratic environment. It is very likely that the groups considered their teaching role as one of authority, necessitated by the concept of accountability. Teachers are responsible for the learning in the classroom and frequently this is equated with the need to run the show so that control over the learning environment is maintained. Another factor involved is that many teachers have only known and utilized the "command" or autocratic style for many years.

Beginning majors ranked variable J, "attends professional meetings, workshops, etc." at the twentieth position in importance. Senior majors and entry year teachers ranked it last, with established teachers and student teachers ranking it 23rd and 24th, respectively. Excluding the beginning majors who may well view this characteristic as an expected behavior for a successful physical educator, the remaining groups may be indicating the lack of value gained in attendance at such meetings. A second explanation reflects the view that when the teacher is away from the class and students, the learning time is reduced. Unless the meetings offer substantial professional growth for the teacher, the reduction in learning time may not be an equitable exchange.

Several factors would appear to contribute to the minimal importance placed on variable N, "utilizes valid testing techniques based on identified objectives", which was ranked last by the beginning majors, 22nd by the senior majors, student teachers, and entry year teachers, and 24th by the established teachers. Dependent on the actual situation involved, large class size, co-educational classes, reduced emphasis on the necessity of testing in physical education, unrealistic skill testing devices, or increased emphasis on recreational activity may explain the low value placed on this characteristic. Even with the increased emphasis placed on teacher accountability, the trend away from extensive and valid testing in physical education is noted.

Variable R, "interacts and communicates effectively with parents and staff" was the final variable that all groups ranked within the lower six positions. Beginning majors, senior majors, and established teachers ranked it 21st, with student teachers and entry year teachers ranking it twentieth. Perhaps these physical educators perceive actual teaching - learning as an interaction between the teacher and student and that is the prime determinant of success. The parents and other staff members serve as support groups to the process, but are not directly involved.

Table 3 indicates the rank order of the subscales by groups. The beginning majors reflect a general reversal in the ranking of the subscales by comparison to the other groups. Senior

majors showed what may be reflective of a transitional perception of success characteristics since their rankings of the subscales did not fit fully with beginning amjors or with the teachers having field experience. Beginning majors ranked the professional subscale as most important, with the personal subscale next, followed by human relations, management and finally instructional characteristics. The student teachers, entry year and established teachers almost completely inverted the ranking of the subscales as compared to the beginning majors. Each group ranked management as the most important and human relations next (student teachers tied the two subscales in importance). While the groups varied their placement of the personal and instructional subscales, they firmly agreed that the professional subscale was of least importance. Senior majors showed some independence in not fully identifying with either group. They ranked human relations first, the personal subscale second, followed by management, instructional and finally the professional subscale. These results are similar to the findings of Adams and Martray (1981) who reported that pre-, beginning, and experienced teachers viewed instruction and discipline differently. These results concur in terms of discipline (management), but the instructional subscale showed minimal differences.

The results of this study may have important implications for the professional preparation of physical educators particularly as part of the on-going attempt to bridge the gap between

theory and practice. The efforts of professional preparation professors to bring the realities of field experience into the developmental experiences of physical education majors will hopefully be highlighted by the findings of this study. Analysis of the data suggests the need for inclusion of more coverage of behavior management techniques and ways to develop a positive learning environment in teacher preparation courses. It is also apparent through the results of this study that neophyte physical education majors need more exposure to which characteristics are needed to become a successful teacher. A particular item for early development is the concept of enthusiasm. Perhaps the greatest agents for positive development of this characteristic of enthusiasm are the faculty members themselves. The low ranking of professional characteristics exhibited in the results of this study leads the researcher to question the positiveness of the role demonstrated by teacher preparation professors. The implication is apparent that a stronger belief in the worth of these characteristics needs to be demonstrated to our perspective teachers throughout their professional growth.

Conclusions

Within the limitations of this study, the following conclusions were indicated: 1. Along the educational - teaching experience continuum a change in the perception of important characteristics appears during the professional preparation of physical educators. This study showed beginning majors as

having significantly different perceptions than groups with greater educational or teaching experience. 2. Management characteristics are given more value by teachers with field experience than students in preparation. 3. The groups tended to be more consistent in the identification of least important characteristics than in consistently determining those of most importance. 4. Professional characteristics lessen in value after the entry into professional preparation courses and continue to decline in importance with field experience.

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Rank Order of Variables by Groups

Rank	Groups				
	Beginning Majors	Senior Majors	Student Teachers	Entry Year Teachers	Established Teachers
1	T	T	T	U	V
2	E	E	X	I	U
3	I	X	U	X	A
4	A	A	A	T	T
5	D	L	P	P	X
6	F	P	I	L	W
7	W	D	E	V	I
8	X	F	D	A	P
9	P	W	V	F	L
10	V	U	W	E	E
11	H	I	F	W	Q
12	U	C	K	D	D
13	Q	M	S	M	F
14	C	S	Q	S	C
15	M	Q	C	Q	S
16	O	H	L	K	K
17	L	K	M	C	M
18	K	O	O	G	H
19	G	V	H	H	O
20	J	G	R	R	G
21	R	R	G	O	R
22	S	N	N	N	Y
23	B	B	B	Y	J
24	Y	Y	J	B	N
25	N	J	Y	J	B

Rank Order of Subscales by Groups

Group	Subscales				
	Personal	Professional	Instructional	Human Relations	Management
Beginning Majors	2	1	5	3	4
Senior Majors	2	5	4	1	3
Student Teachers	3	5	4	1.5	1.5
Entry Year Teachers	4	5	3	2	1
Established Teachers	3	5	4	2	1

1 = Most important

5 = Least important

ANOVA Results

VARIABLES Descriptor	Code	GROUPS Beginning Majors		Senior Majors		Student Teachers		Entry Year Teachers		Established Teachers		
		X	S.D.	X	S.D.	X	S.D.	X	S.D.	X	S.D.	F-ratio
Enthusiasm	A	8.9	5.9	8.6	6.4	8.0	5.7	9.4	6.0	7.8	5.0	.45
Democratic environment	B	17.1	6.5	19.2	5.7	20.2	4.8	20.3	3.9	19.9	5.7	1.54
Sense of humor	C	13.2	7.1	12.2	7.1	12.6	6.8	15.0	7.1	12.3	6.9	1.09
Good with children	D	9.4	6.8	10.5	7.0	10.0	5.3	11.3	6.0	11.8	6.4	.72
Dedicated to phys. educ.	E	5.4	4.5	6.9	7.4	8.5	5.9	9.6	7.5	10.9	7.4	3.17*
Knowledge of phys. educ.	F	9.4	8.7	10.6	9.4	13.4	6.9	9.5	7.2	12.2	7.3	.75
Positive with faculty	G	16.0	5.9	16.4	4.8	19.1	3.7	16.1	6.6	18.0	5.9	1.70
Professional demeanor	H	12.3	6.1	13.4	8.0	17.5	5.0	16.2	6.5	14.4	6.9	3.07*
Dev. students phys. skills	I	7.9	6.3	12.2	6.1	8.4	5.0	7.5	5.3	10.0	6.2	3.29*
Attends professional mtgs.	J	16.7	6.2	21.4	4.6	21.5	4.3	21.6	4.4	18.9	5.6	5.75**
Adapts to change	K	15.9	6.5	14.6	6.6	12.2	5.1	14.3	5.9	13.4	6.9	1.43
Organizes effectively	L	14.4	6.4	8.7	5.3	13.0	6.4	8.9	6.3	10.8	7.1	4.95**
Variety of teaching strategs.	M	13.8	6.8	12.9	5.4	14.1	6.1	12.3	6.2	13.8	6.0	.64
Valid testing techniques	N	20.2	4.3	18.0	6.1	19.5	4.0	18.4	5.4	19.4	4.6	.96
Uses [illegible]	O	13.9	5.2	14.7	5.8	16.5	6.3	18.4	4.9	17.5	6.1	4.00**
Gives positive reinforcemt	P	11.4	6.4	9.5	5.2	8.2	4.4	8.8	4.4	10.0	6.5	1.67
Sensitive to others	Q	13.0	6.4	13.1	6.5	12.4	5.8	13.7	6.0	11.4	6.2	.67
Communicates with parents	R	16.9	5.6	17.0	5.0	17.6	4.7	16.9	6.4	18.8	4.8	.60
[illegible]	S	17.1	5.3	12.9	5.7	12.2	5.3	12.9	5.5	13.3	6.2	3.68**
[illegible] Self-awareness	T	5.2	4.6	6.5	4.8	5.8	5.3	8.6	6.0	8.2	4.8	2.76*
Class discipline	U	12.9	6.6	12.0	6.0	6.5	6.5	7.5	4.6	7.5	5.1	7.82**
Plans & fair	V	11.6	6.5	14.8	5.8	10.9	4.8	9.3	6.2	7.2	5.6	6.45**
Concern for safety	W	10.5	6.1	11.2	6.8	10.9	7.0	9.7	5.2	9.5	6.3	.46
Positive [illegible] tion.	X	10.7	5.7	8.0	4.9	5.9	4.7	8.6	5.2	9.4	5.7	3.15*
Handles non-teching act.	Y	19.9	5.5	21.0	4.0	21.9	3.3	20.2	4.7	18.8	6.7	1.59
SUBSCALES												
Personal characteristics		12.1	4.1	12.6	3.2	12.7	2.0	14.0	2.4	12.9	3.1	1.55
Professional characteristics		12.0	4.0	13.7	3.9	15.6	2.7	14.6	3.2	14.9	2.8	5.06**
Instructional characteristics		14.3	3.1	13.5	2.4	14.0	2.8	13.3	2.1	14.2	2.7	1.01
Human Relations		12.7	3.0	11.8	3.1	11.2	2.4	12.2	3.0	12.3	2.0	1.07
Management characteristics		13.1	3.4	13.4	4.1	11.2	3.1	11.1	3.6	10.5	3.0	7.15**

*$p < .05$
**$p < .01$

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Newman-Keuls Multiple Range Test

Results for Significant Variables

Variable					
E	BM	SM	ST	EY	ET
	5.43	6.88	8.50	9.62	10.93
H	BM	SM	ET	EY	ST
	12.27	13.35	14.43	16.19	17.46
I	EY	BM	ST	ET	SM
	7.51	7.93	8.38	10.04	12.15
J	BM	ET	SM	ST	EY
	16.73	18.86	21.39	21.54	21.57
L	SM	EY	ET	ST	BM
	8.73	8.89	10.82	13.04	14.37
O	BM	SM	ST	ET	EY
	13.87	14.69	16.50	17.46	18.43
S	ST	EY	SM	ET	BM
	12.23	12.91	12.92	13.29	17.13
T	BM	ST	SX	ET	EY
	5.23	5.81	6.54	8.21	8.64
U	ST	EY	ET	SM	BM
	6.50	7.49	7.54	12.00	12.87
V	ET	EY	ST	BM	SM
	7.18	9.30	10.85	11.63	14.77
X	ST	SM	EY	ET	BM
	5.88	8.00	8.62	9.36	10.70
Professional Char.	BM	SM	EY	ET	ST
	11.97	13.72	14.60	14.88	15.60
Management Char.	ET	EY	ST	BM	SM
	10.46	11.05	11.22	13.12	13.40

BM: Beginning majors
SM: Senior majors
ST: Student teachers
EY: Entry year teachers
ET: Established teachers

Means underlined by a continuous line do not differ significantly.